



# Management Development Resource Guide



For EPA's Supervisors,  
Managers, SES Candidates,  
and Executives



UNITED STATES ENVIRONMENTAL PROTECTION AGENCY  
WASHINGTON, D.C. 20003

OFFICE OF  
ADMINISTRATION  
AND RESOURCES  
MANAGEMENT

EPA Supervisor, Manager, and Executive Colleagues,

I am pleased to provide you with this "Management Development Resource Guide." This publication reflects the findings of EPA's Workforce Assessment Project, which identifies the competencies needed by the Agency's workforce today and in the future. The "Management Development Resource Guide" addresses the competencies needed by EPA supervisors, managers, SES Candidates, and executives and offers suggestions on ways you and your EPA management team might further enhance your leadership effectiveness.

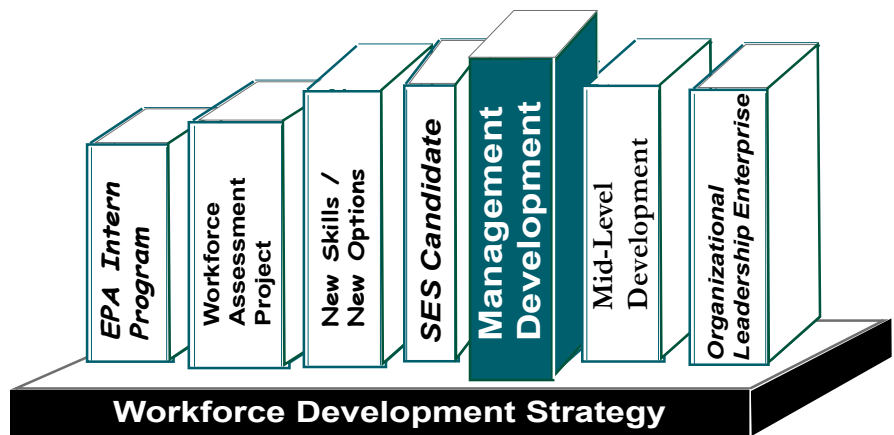
This Guide is another product of EPA's Workforce Development Strategy Management Development Project. Earlier, we provided you with a "Human Resources Guide for Supervisors." We are confident you will find the "Management Development Resources Guide" an equally helpful resource.

This document demonstrates the partnership between my Office and the national Human Resources Council. We have worked together for the past several years now -- and will continue to do so -- to ensure that EPA's workforce possesses the competencies needed to meet our current and future environmental challenges.

The "Management Development Resource Guide" was developed for you. I urge you to take a break from your busy schedules and read it. It contains valuable information that can help you become even more effective in your role as a supervisor, manager, or executive in helping lead the way toward achieving our important Agency mission. EPA needs your high performance leadership!

Romulo L. Diaz, Jr.  
Assistant Administrator

# Management Development Resource Guide



**Office of Human Resources and Organizational Services**  
*Office of Administration and Resources Management*



## ACKNOWLEDGEMENTS

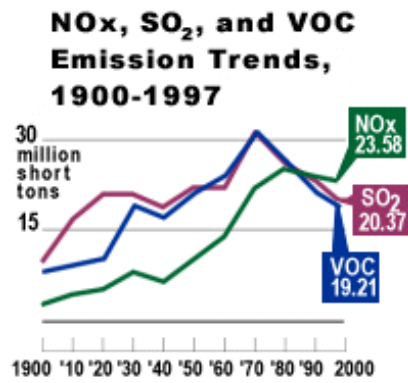
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This Management Development Resource Guide is a product of EPA's Workforce Development Strategy Management Development Project. The Workforce Development Strategy is an initiative of the Office of Administration and Resources Management, working in partnership with EPA's Human Resources Council. One of OARM's key priorities is "preparing EPA for future challenges by building the skills of its people while fostering diversity." This guide takes us another step closer to delivering on that priority.

Many colleagues across the Agency contributed in various ways to the development of this guide. They provided insight and written text, reviewed drafts, and/or offered valuable feedback. We'd like to particularly thank the people listed below:

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<b>Micheline Ward</b>	Lead, Management Development Project and Principal Author -- on detail to OHROS from R10
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<b>Kerry Weiss</b>	Director, Institute for Individual and Organizational Excellence/ OHROS and Project Manager, Workforce Development Strategy



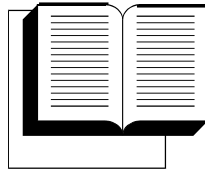
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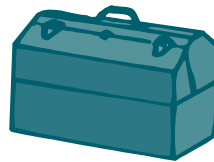


*"Leadership...voyages of discovery and adventures of a lifetime."*

- James M. Kouzes and Barry Z. Posner in *The Leadership Challenge*

EPA's Institute for Individual and Organizational Excellence (The Institute) is pleased to provide this Workforce Development Strategy product: a *Management Development Resource Guide*. It is for EPA's:

- ✧ supervisors
- ✧ managers
- ✧ SES candidates
- ✧ executives

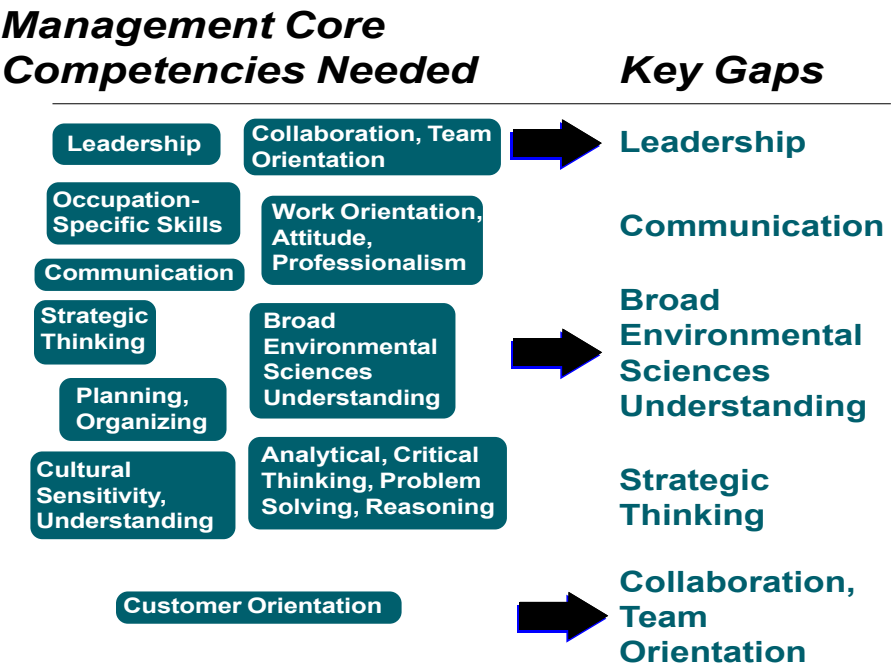


We hope you find it a useful addition to your "management resources toolbox."

Employees who are considering a career move into management might also find this Guide helpful. Limited copies are available in your local Human Resources Office. It is also available on the EPA Institute website at <http://intranet.epa.gov/institute>. Updates to this Guide will be made to the intranet version only.

The *Management Development Resource Guide* was developed in response to the Agency’s recent Workforce Assessment Project findings (May ‘99). Those findings:

- identified the competencies needed by various categories of our workforce today and in the future,
- and*
- revealed significant competency gaps.



The Institute’s Management Development design helps ensure that our supervisors, managers, and executives possess the necessary competencies to “lead” the Agency in achieving its mission - now and in the future.

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This guide:

- ❑ shares the Agency's leadership philosophy;
- ❑ articulates the expectations of its supervisors, managers, and executives;
- ❑ explains "Why Management Development?";
- ❑ provides the core competencies necessary for success, offers various learning processes, identifies specific competencies required for each level of management, and provides the Agency's Management Development Framework;
- ❑ offers our "Management Effectiveness Indicators," which can help you assess your performance or obtain feedback from others;
- ❑ concludes with an excerpt from Kouzes and Posner's *The Leadership Challenge* and a message from our Handbook Development Team; and
- ❑ provides supporting resources and suggested readings in the appendices.

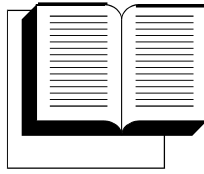
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One of EPA's strategic goals is *effective management*:

*"EPA will establish a management infrastructure that will set and implement the highest quality standards for effective internal management and fiscal responsibility."*

Effective management (leadership) is about self awareness and continuous development. It's about being willing to "learn and grow" and help others - and the organization - learn and grow. It's about being a high performing member of the Agency's management team. It's about challenging yourself/others to find ever more creative, innovative ways to achieve the Agency's important work. EPA needs your leadership! [Click here to return to Table of Contents.](#)





*"Becoming a leader is  
synonymous with  
becoming yourself."*

- Warren Bennis  
in *On Becoming a Leader*

### PHILOSOPHY

All EPA employees are expected to demonstrate effective leadership - and our executives, managers, and supervisors play a unique role in leading the way. EPA's leaders must examine their personal assumptions, beliefs, and organizational behavior concerning the nature of people and work; the motivation of individuals and groups; the role bosses are expected to play; and how leadership is going to be exercised.

With this personal introspection and a fundamental redefinition of leadership, we can create the mind sets and conditions that nurture and empower employees. Creating and nurturing a climate of commitment, competence, and confidence helps employees apply their unique strengths and take responsibility for organizational success. Employees want to be a part of something important. Most want and can be trusted to do an effective job and are capable, creative, and innovative individuals.

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We must focus on the work of leadership: people at every level of the organization more fully understanding EPA's goals and how their work (and others) fits into achieving those goals.

The work of leadership is about: *understanding* the needs of the customer(s) and *serving* them, *supporting* and *enabling* employees, *educating* and *coaching*, and *working collaboratively (teaming)* with others to achieve a win/win outcome.

In summary, leadership is a team responsibility rather than a solo activity — it's sharing power and responsibility with other leaders at all levels of the organization to more effectively achieve EPA's mission. Effective leadership will make a difference for EPA and for your development.



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## EXPECTATIONS

All EPA employees are expected to demonstrate leadership, management, technical, and team competencies. As an EPA executive, manager, or supervisor, you have unique responsibilities in these areas (see the Management Development Framework, on page 49). In general, you are expected to:

- ✧ be an effective role model
- ✧ be a catalyst for positive change leading to higher organizational performance
- ✧ create and nurture a working environment that fosters customer service, diversity, empowerment, creativity, and innovation
- ✧ be an effective human resources manager
- ✧ routinely seek and give feedback
- ✧ “give back” to the organization by mentoring and coaching others
- ✧ be a continuous learner
- ✧ take personal responsibility - and hold yourself accountable - for your own development

**Each EPA location/Headquarters Program Office is expected to develop its management team (as well as its entire staff).**

## QUESTIONS

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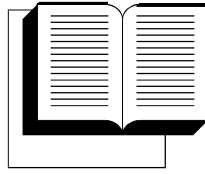
**When you are leading most effectively, what are some of the things you do?**

**How did you learn to do those things?** [Click here to return to Table of Contents.](#)



## WHY MANAGEMENT DEVELOPMENT?

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*“The scarcest resource in the world today is leadership talent capable of continuously transforming organizations to win in tomorrow’s world.”*

- Noel M. Tichy  
in *The Leadership Engine*

*EPA needs intentional management development to better prepare its supervisors, managers, SES candidates, and executives to:*

- ✧ help achieve the Agency’s mission of protecting human health and the environment,
- ✧ provide more effective and efficient service to the public,
- ✧ provide the leadership necessary to create and sustain a high performance organization,
- ✧ facilitate positive change and meet future challenges,
- ✧ ensure the development and seamless succession of its transitioning and/or retiring management corps, and
- ✧ create a diverse pool of OPM certified SES candidates eligible for non-competitive selection to SES positions.

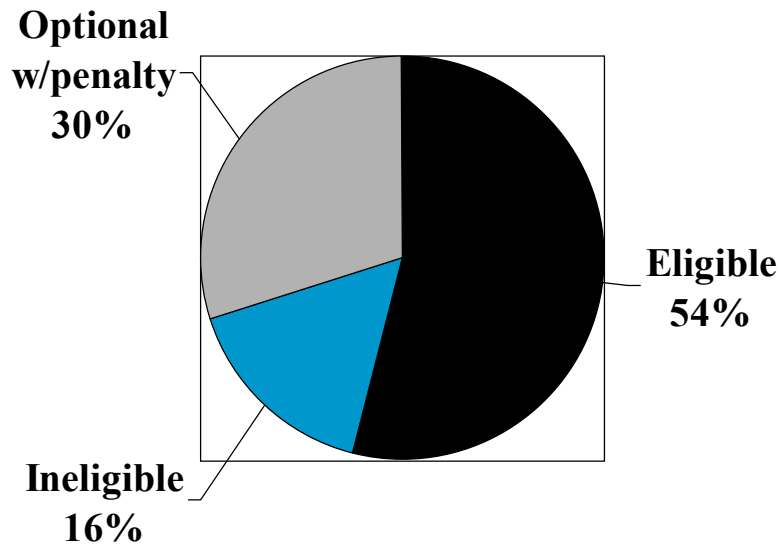
WHY?

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**NOTE:** A review of the Agency's workforce demographics shows that employees are likely to begin retiring in record numbers within the next few years. The greatest numbers of retirement-eligible employees are in senior management.

Of our SES Corps, 84% could retire by 2005, albeit some with a penalty assessed against their retirement benefits. The number is still nearly 60% when GS-14s and GS-15s are added. Nearly one-fourth of the overall workforce will be eligible for retirement within the next few years.

### **SES Members**



Source: EPA Personnel & Payroll System as of 4/2000 [Click here to return to Table of Contents.](#)

## CORE COMPETENCY REQUIREMENTS

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*“The soft stuff is the hard stuff.”*

- Author Unknown

*The following competencies are foundational for those occupying a management assignment:*

### **Leadership**

Demonstrates and encourages high standards of behavior; adapts leadership style to situations and people; and empowers, motivates, and guides others.

### **Decision Making**

Takes action and appropriate risks when needed; makes difficult decisions when needed.

### **Interpersonal Skills**

Considers and responds appropriately to the needs, feelings, capabilities, and interests of others; provides and seeks feedback; and treats others respectfully and equitably.

### **Communications Skills**

Listens to others; makes clear and effective oral presentations to individuals and groups; asks questions for clarification and understanding; communicates effectively in writing; re-views/edits others' writing; and as appropriate, creates opportunities for and engages in dialogue.

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## **Customer Focus**

Actively seeks customer input; ensures customer needs are met; and continuously improves the quality of services, products, and processes.

## **Project Management**

Understands and applies the fundamentals of project management; guides others to work more effectively.

## **Broad Understanding of Environmental Issues**

Understands scientific concepts related to environment and Agency; stays abreast of current and future environmental developments; maintains a broad perspective; and uses systems thinking about Agency and mission.

## **Creative Thinking/Problem Solving**

Develops insights and solutions; encourages innovation among others; recognizes and defines problems; analyzes relevant information; and encourages alternative solutions and plans to solve problems.

## **Continuous Learner**

Takes initiative to keep competencies current; stays abreast of organizational and business trends; is receptive to learning new ways of doing business; and changes with the times.

## **Flexibility**

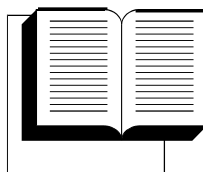
Adapts to change in the work environment; effectively copes with stress.

## **Technical**

Demonstrates technical proficiency of current profession and understands its impact in areas of responsibility. [Click here to return to Table of Contents.](#)

## LEARNING PROCESSES

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*“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”*

- Alvin Toffler  
Futurist

EPA's success in carrying out its mission is increasingly dependent on learning. We must continually reinvent ourselves to meet the constantly changing demands and expectations of Congress, environmental stakeholders, and the public.

Acid Rain Program 

**MTBE**



LEARNING



Everyone, regardless of age or profession, can always learn something new if they desire to do so. And, it's a known fact: people learn differently. Supervisors, managers, and executives must learn how they learn, and help those they lead discover how they learn best.

Formal training accounts for only a fraction of the learning that goes on in organizations. Discover where informal learning is taking place in your organization and bolster it. One significant role of EPA's management corps is to create and sustain an organizational culture based on continuous learning.

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Here is a definition of learning, followed by descriptions of a variety of learning processes:



Learning ...covers all our efforts to absorb, understand, and respond to the world around us. Learning is social. Learning happens on the job every day. Learning is adapting, and it is vital for the survival and well being of individuals as well as organizations.<sup>1</sup>

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1. Getting Results Through Learning, page 11, Human Resources Development Council, June 1997

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## FEEDBACK

Seeking feedback is a powerful learning process. Be specific when seeking feedback on a one-on-one basis, and do it regularly. Avoid questions like: How am I doing? Instead, for example, ask: What specifically did I do well in leading this morning's meeting? What might I do differently next time to enhance my meeting leadership effectiveness?

Create a feedback plan. Identify a specific competency or two you want to improve; decide which colleagues you will ask to provide you with feedback and how frequently you would like that feedback.



Seek out people who will give you honest feedback.

Include colleagues who are different from you, even someone who might give feedback that could be considered critical. Adopt a mind set that all feedback is helpful and you can learn from it.

If you are open and receptive to learning, feedback provides a valuable opportunity to improve your performance. When you seek feedback, you also model this learning process to others. It takes time and practice to perfect the art of seeking and receiving (as well as giving) feedback. Begin now -- talk with colleagues who effectively engage in this learning process or read about it. (See Appendix B - Colleagues to Consult and Appendix C - Suggested Reading List, Communication Section.)



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## MENTORING

Mentoring is a relationship between two individuals (the mentor and protege) that focuses on a conversational process of intense learning and growth, whereby the protege is able to clarify developmental goals, develop an action plan, and achieve success by building his or her own competence to recognize and solve problems.

Traditionally, mentors, typically senior managers, have used their power and experience in an organization to personally advise, counsel, coach, and guide career development and sponsor promotion for the protege. Today the role of a mentor has broadened. A mentor is someone who has the personal competence to pass on knowledge and skill through example, personal authority, and dialogue. **Mentors help; proteges do.**



Mentoring (particularly face-to-face) is one of the most effective ways you can develop others or be developed. Virtually all successful leaders acknowledge one or more mentors as an important factor in their career development and success.

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In a survey of mentors in an EPA SES Mentoring Program, the mentors reported that one of the most important benefits of being a mentor is the opportunity to “give back” to the organization by helping others. They acknowledged the satisfaction of helping influence the development of high performing individuals with exceptional potential. The mentoring relationship also increased the mentors’ own awareness and opened them up to new learnings.<sup>2</sup> (See Appendix C -- Suggested Reading List, Coaching and Mentoring)

## **COACHING**

Coaching, a skill often used by mentors, is more directly related to the actual process of helping an individual learn. A coach uses communication and interpersonal skills to help people manage change, move in and out of work settings with some degree of confidence and personal leadership, and connect their personal skills to particular work.

Coaching is leadership in action.

Although often thought of in the context of “sports,” coaching goes beyond skill development and exceptional individual performance. A coach is a person who knows how something is done or how it might be done; helps clarify goals and encourages a plan of action with opportunities for practice of new skills or behaviors; and helps the individual work through faulty assumptions or other barriers to learning, thereby enabling the individual to discover the best way for him or her to learn.

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2. “Survey of Participants in the EPA SES Mentoring Program: Executive Summary,” Sept. 1999.

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A coach asks thought-provoking questions that tap the inherent wisdom, knowledge and creativity of the coached individual. Good coaching builds self awareness. This helps identify and change behaviors that create barriers to authentic, "adult-adult" relationships.

Many EPA locations are providing both internal and external "coaching services" to their supervisors, managers, and executives. Talk with your EPA colleagues about their coaching experiences. (See Appendix B - Colleagues to Consult and Appendix C -- Suggested Reading List, Coaching and Mentoring.)

## **DEVELOPMENTAL ASSIGNMENTS**

It has been said that **experience is the best teacher.** Effective developmental assignments provide valuable learning experiences if they are viewed in that manner. EPA supervisors, managers, and executives are encouraged to have a broad-based understanding of managerial, as well as environmental, matters. One way to enhance professional competence is through developmental assignments. These assignments include details, rotational assignments, special task force/project assignments, Intergovernmental Personnel Act assignments (IPAs), or longer-term "acting" assignments.

Developmental assignments provide opportunities to broaden one's experience in other programs/media or in support functions such as budget, planning, contracts management and public affairs. These assignments result in a greater appreciation for the work that other organizations do and better multi-media program delivery. New perspectives, skills, and experiences are brought to the receiving organization.

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Developmental assignments also broaden the pool of managerial experiences and competencies and facilitate career advancement opportunities. Working in a different office can re-energize the individual on the developmental assignment and also re-energize the employees in that office. When managers know in advance that they are serving a limited term in an assignment, a sense of urgency to achieve results is often created; turf building is minimized.

Developmental assignments demonstrate (make real) the concept that if you possess a core set of management competencies, you can more easily perform in a variety of capacities. In addition, developmental assignments force empowerment -- a visiting manager does not have the depth of program knowledge and must rely on his or her employees. Don't miss the opportunity to broaden your experience, enhance your Agency awareness, contribute to important Agency works, role model, share your competencies with others and develop new skills. A developmental assignment is an excellent way to enhance your managerial competencies.

## **SHADOWING**

Many individuals who have progressed in their careers have had shadowing experiences. They follow an executive around (shadow them) for a period of time and observe the work he or she does and the way they do it. Shadowing provides an opportunity to witness "up close" how the executive leads. It may also create an enhanced working relationship with that senior manager.

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## READING

Reading -- and exchanging reading materials with colleagues -- is a relatively easy way to sharpen your “continuous learner” competency.

It is important to keep abreast of current management and organizational trends. An extensive list of suggested readings awaits you in Appendix C.



## TRAINING

Training is defined as any type of classroom, computer-based, or distributed/distance learning experience focused on increasing knowledge or skills. “Training is something that is done to you or that you do to someone else. Learning is something you do to and for yourself. Training implies that something already known is to be transferred to someone else. Learning, by contrast, implies a process of self-directed exploration and discovery, in search of something not yet known, something yet to be found.”<sup>3</sup>

Training, coupled with coaching, is the best way of integrating learning into the workplace.

Some trainings that your colleagues have found beneficial to their development are identified in Appendix A -- Supporting Resources.

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3. Getting Results Through Learning, page 12

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## DIALOGUE

Dialogue is the art of engaging in an agreed-upon conversation for the sole purpose of “thinking together.” Assumptions are surfaced, judgments are suspended, and inquiries are sought. “Dialogue is a way of finding common meaning through words. Unlike discussion, in which we toss ideas back and forth, dialogue slows



conversations down to discover the assumptions and values and world views of those who face us.

The object of dialogue is to learn, not to convince.

During dialogue we often find common threads running deep beneath the surface.”<sup>4</sup>

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4. “On Dialogue,” David Bohm (Ojai, CA: David Bohm seminars; distributed by Pegasus Communications, Cambridge, MA, 1990)

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The reflective process of dialogue produces insights and a quality of shared understanding from which coordinated action naturally and powerfully appears. Dialogue is a powerful learning process leading to personal and organizational transformation. Whereas many learning processes broaden one's leadership capabilities, dialogue deepens our capacities as leaders. Learn more about dialogue by reading about it - and then engaging in it. Demonstrate your leadership initiative; start your own dialogue learning group. Practice and learn, along with your colleagues, the art of dialogue. (See Appendix C - Suggested Reading List, Communication Section.)



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## PRESENTATIONS

There are numerous opportunities to attend presentations made by well-known and not-so-well known speakers. We not only often learn more about a subject from a speaker, but attending presentations can also provide the opportunity to learn new, more effective presentation skills. By listening, observing, and asking questions for greater understanding, presentations provide a relatively easy way to learn. After, you can practice your new found knowledge and skills and share your learnings.

(See Appendix C -- Suggested Reading List, Communication Section.) [Click here to return to Table of Contents.](#)







*“When you cease to make a contribution, you begin to die.”*

- Eleanor Roosevelt

EPA organizations are flattening and management titles are changing. In some Agency locations, separate supervisor and manager roles exist. In many other locations, there is no longer a clear distinction between a supervisor and a manager. These members of the organization’s management team are often referred to as Branch Chiefs, Unit Managers, Associate Directors, Directors, etc. They may or may not supervise one or more supervisors.

Recognizing the ever-changing complexity of management titles, roles and responsibilities, the following supervisor, manager, and executive definitions are offered:



### **SUPERVISOR:**

- ✧ One who demonstrates effective leadership
- ✧ Translator of organizational goals and objectives into tasks and projects for employees
- ✧ Interface between employees and upper management

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## MANAGER:

- \* Modeler of effective leadership
- \* Coordinator of activities among organizations
- \* Collaborator and Networker
- \* Facilitator of efficient and effective operations



## EXECUTIVE:

- \* Ultimate model of effective leadership
- \* Steward of the organization's vision and direction
- \* Climate setter for clear priorities, effective goals and objectives
- \* Procurer of resources to support the Agency's mission
- \* Final evaluator of organizational performance
- \* Normally a member of the Senior Executive Service or a Presidential Appointee [Click here to return to Table of Contents.](#)

# SUPERVISOR DEVELOPMENT

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*"If you give people  
the space and support  
to learn and change,  
they will."*

- Eric Hippean

SUPV DEV'T

## KEY ROLES / RESPONSIBILITIES

- ★ Hires, directs, promotes, recognizes, and disciplines employees
- ★ Assigns work and evaluates individual accomplishments against goals
- ★ Advocates teamwork and promotes a work environment that supports diversity
- ★ Helps and encourages employees to improve their skills and competencies

## SPECIFIC COMPETENCY REQUIREMENTS

### **Human Resources Management**

Ensures effective recruitment, selection, training, performance review/feedback, recognition, and corrective/disciplinary action; and promotes affirmative employment, good labor relations, and employee well-being.

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## **Valuing Diversity**

Recognizes the value of cultural, ethnic, gender, and other individual differences (e.g., strengths, experiences, view points); provides employment and development opportunities for a diverse workforce.

## **Conflict Management**

Anticipates and seeks to resolve confrontations, disagreements, and complaints in a constructive manner.

## **Group Dynamics/Development**

Understands the principles of teaming and the importance of team development; ensures clarity of the group's (team's) purpose, roles/ responsibilities, and expected outcomes/deadlines; and encourages group dissolution/transformation when appropriate to do so.

## **Influencing/Negotiating**

Networks with and provides information to key groups and individuals; appropriately uses negotiation, persuasion, and authority in dealing with others to achieve goals; and consults appropriately with employee organizations.

## **Meeting Management**

Designs and leads meetings to foster participation and achieve clear outcomes.

## **Coaching**

Observes and provides performance feedback; encourages others to develop; and listens without giving advice, rescuing, or telling stories.

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Summary of Level One competencies which supervisors need:

**Level One**

## **Supervisors**

- ✧ Human resources management
- ✧ Valuing diversity
- ✧ Conflict management
- ✧ Group dynamics / development
- ✧ Influencing / negotiating
- ✧ Meeting management
- ✧ Coaching

### **SUGGESTED WAYS TO GAIN COMPETENCIES**

- ✧ Feedback
- ✧ Coaching
- ✧ Developmental Assignments
- ✧ Training (USDA Graduate School, OPM Management Development Centers, academic institutions, various vendors, EPA-sponsored learning events, supervisory training based on the “Human Resources Guide for Supervisors”)
- ✧ Being Mentored/Mentoring Others
- ✧ Reading

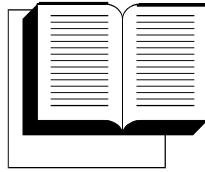


## QUESTIONS

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**What competency would you like to enhance ?**

**How might you do that?** [Click here to return to Table of Contents.](#)



*“Do not let what you cannot do interfere with what you can do.”*

- John Wooden  
Former UCLA Bruins  
Basketball Coach

## KEY ROLES / RESPONSIBILITIES

- ✧ Formulates and influences organizational policies
- ✧ Coordinates activities among organizational units
- ✧ Identifies and overcomes obstacles to mission accomplishment
- ✧ Establishes program and/or project goals, tracks progress, and provides feedback on accomplishments
- ✧ Ensures that effective and efficient management and information systems are in place and aligned to help support the goals of the program
- ✧ Coaches first-line supervisors

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## **SPECIFIC COMPETENCY REQUIREMENTS**

### **Strategic Thinking**

Keeps the intent of the whole organization/agency in mind; fosters a climate of creativity and innovation among others by which insights and solutions can be mutually developed and shared.

### **Planning and Evaluation**

Establishes policies, guidelines, plans, and priorities; identifies required resources; plans and coordinates with others; monitors progress and evaluates outcomes; improves organizational efficiency and effectiveness.

### **Creating Partnerships**

Sees and values the interconnectedness of the work; establishes effective working relationships with other people, other offices, employee organizations and other agencies.

### **Internal Controls/Integrity**

Ensures the integrity of the organization's management and administrative processes; promotes ethical and effective practices.

### **Financial Management**

Prepares and justifies budgets; monitors expenses; and manages procurement and contracting.

### **Information Technology Management**

Uses technology for management information systems; encourages staff to stay informed about new technology and its application to meet organizational needs; and ensures staff are trained and capable.



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*Summary of Level Two competencies which managers need:*

**Level  
Two**

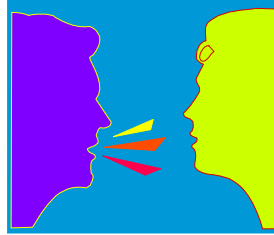
## **Managers**

- ✧ Strategic thinking
- ✧ Planning and evaluation
- ✧ Creating partnerships
- ✧ Internal controls / integrity
- ✧ Financial management
- ✧ Information technology management

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## SUGGESTED WAYS TO GAIN COMPETENCIES

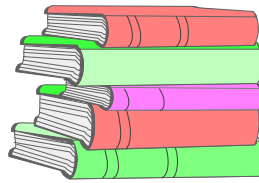
- ✧ Feedback



- ✧ Being Mentored/Mentoring Others

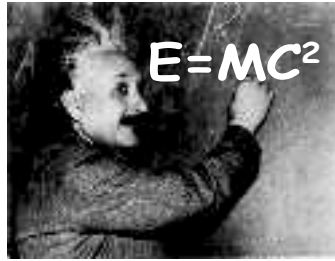
- ✧ Developmental Assignments

- ✧ Reading



- ✧ Training, e.g., USDA Graduate School, OPM Management Development Centers, Joint Financial Management Improvement Program Offerings, academic institutions, various vendors, and EPA-sponsored learning events [Click here to return to Table of Contents.](#)

## SES CANDIDATE DEVELOPMENT



*“Try not to become a man of success but rather a man of value.”*

- Albert Einstein

EPA is at this writing developing its first SES Candidate Development Program since the late 80's. The program must meet the following U.S. Office of Personnel Management (OPM) requirements:

- ✧ In recruiting, consistent with merit system principles, the agency takes into consideration the goal of achieving a diversified workforce. Applications must be accepted from at least all qualified individuals within the civil service
- ✧ The program addresses SES core competencies listed on the following pages
- ✧ The Agency Executive Resources Board (ERB) approves individual SES development plans
- ✧ A formal training experience outside of EPA, 80 hours or more, with non-EPA people (e.g., Federal Executive Institute)
- ✧ A developmental assignment(s) outside of the position of record totaling at least 4 months
- ✧ An SES level mentor
- ✧ Documented start and stop dates for the formal candidate development process
- ✧ Candidate performance is evaluated periodically and there is a written policy for discontinuing participation.

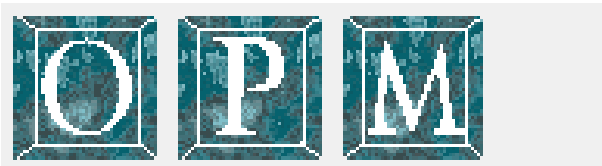
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**The SES candidate development program will strengthen participant's competence in the following five areas:**

★ Leading Change

The ability to develop and implement an organizational vision which integrates key national and program goals, priorities, values, and other factors. Inherent to it is the ability to balance change and continuity--to continually strive to improve customer service and program performance within the basic Government framework, to create a work environment that encourages creative thinking, and to maintain focus, intensity, and persistence, even under adversity. Includes:

- ☐ Creativity and Innovation
- ☐ Continual Learning
- ☐ External Awareness
- ☐ Flexibility
- ☐ Resilience



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★ Leading People

The ability to design and implement strategies which maximize employee potential and foster high ethical standards in meeting the organization's vision, mission, and goals. Includes:

- ☐ Conflict Management
- ☐ Cultural Awareness
- ☐ Integrity/Honesty
- ☐ Team Building



★ Results Driven

The ability to stress accountability and continuous improvement, to make timely and effective decisions, and to produce results through strategic planning and the implementation and evaluation of programs and policies.

Includes:

- ☐ Accountability
- ☐ Customer Service
- ☐ Decisiveness
- ☐ Entrepreneurship
- ☐ Problem Solving
- ☐ Technical Credibility

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★ Business Acumen

The ability to acquire and administer human, financial, material, and information resources in a manner which instills public trust and accomplishes the organization's mission, and to use new technology to enhance decision making.

Includes:

- ☐ Financial Management
- ☐ Human Resources Management
- ☐ Technology

★ Building Coalitions/Communications

The ability to explain, advocate, and express facts and ideas in a convincing manner, and negotiate with individuals and groups internally and externally. It also involves the ability to develop an expansive professional network with other organizations, and to identify the internal and external politics that impact the work of the organization. Includes:

- ☐ Influencing/Negotiating
- ☐ Interpersonal Skills
- ☐ Oral Communication
- ☐ Partnering
- ☐ Political Savvy
- ☐ Written Communication



## ANTICIPATED PROGRAM STEPS

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### 1. Call for Applicants

The Agency's Executive Resources Board is responsible for designing and administering our Candidate Development Program. The qualities sought and cultivated in this program represent the highest form of human capital in the agency; extreme competence, strong commitment to public service, employee development, and individual and organizational excellence.

### 2. ERB Screening of Applicants

- ✧ Application review
- ✧ Panel interviews
- ✧ Special assessment processes
  - a. Candidates rejected given suggestions for strengthening application
  - b. Candidates accepted

### 3. Formal Candidate Development Process

- ✧ 1st Group Session: briefings on each part of EPA, professional communications training, intro to ECQs
- ✧ Individual assessment / preparation of executive IDP
- ✧ Rotational assignment(s)
- ✧ Continued mentoring
- ✧ 2nd Group Session
- ✧ 3rd Group Session (capstone event & graduation)

- 
4. Candidates completing program are referred to OPM for certification for non-competitive appointment to the SES. OPM approves or requests additional information. Candidates approved go into EPA placement pool.
  5. Candidates in EPA SES Placement Pool are non-competitively appointed to SES Vacancies
    - ★ Steps taken to bring about placements from pool
    - ★ ERB reevaluates candidates remaining in pool for an extensive period of time to determine reasons for not being placed
    - ★ Pursue additional development if warranted
    - ★ If placement seems unlikely, Board removes candidate from pool and provide career counseling



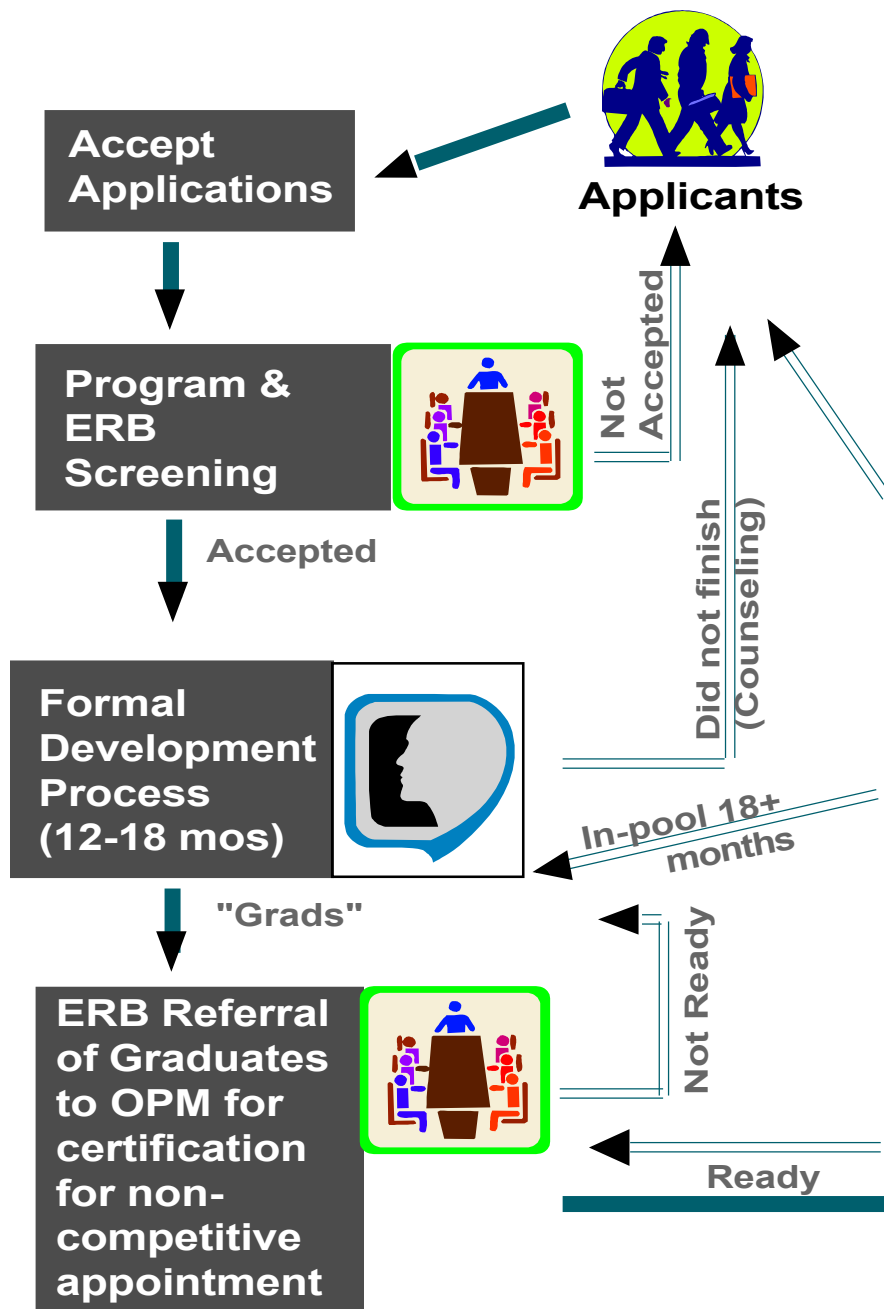
## QUESTIONS

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**What 5 or 6 words would you use to describe your personal best leadership experience?**

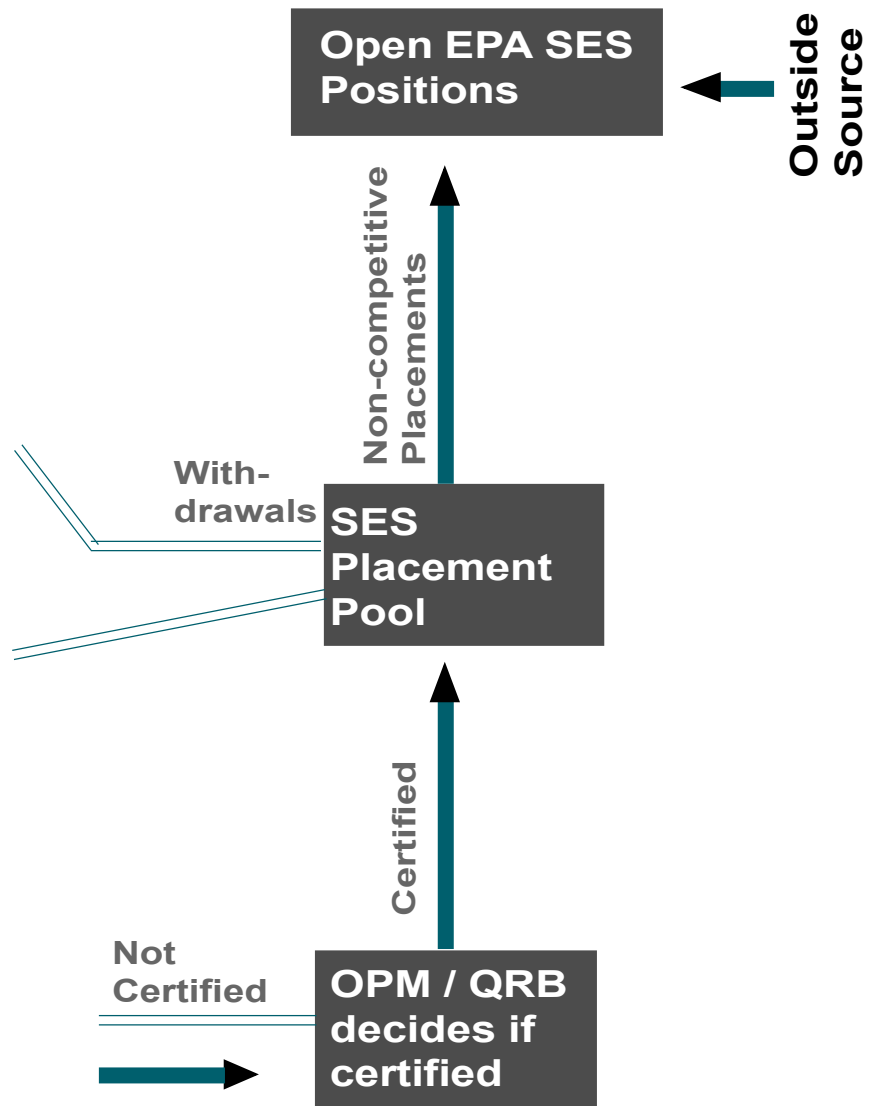
**If you could spend a week with any leader from the past or present, who would you pick, and why?**

# SES Candidate Development



# Program Process

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*Summary of Level Three skills which SES  
Candidates should acquire:*

**Level  
Three**

## **SES Candidates**

- ✧ Leading change
- ✧ Leading people
- ✧ Results driven
- ✧ Business acumen
- ✧ Building coalitions / communications [Click here to return to Table of Contents.](#)



*"For those to whom much is given, much is required."*

- John F. Kennedy

### KEY ROLES AND RESPONSIBILITIES

- ✧ Sets an ideal for the organization and makes that the goal of all organizational activities
- ✧ Establishes overall goals and objectives for the organization; establishes standards by which success may be determined
- ✧ Holds managers and supervisors accountable for achieving results that support goals and vision
- ✧ Identifies the resources necessary to effectively operate and ensures those resources are available
- ✧ Requires organizational standards of behavior, such as valuing teamwork and diversity, rewarding appropriate risk taking, and pursuing excellence
- ✧ Is politically aware; builds effective relationships with Agency partners and stakeholders

---

## SPECIFIC COMPETENCY REQUIREMENTS

### **Vision**

Creates a shared vision of the organization; promotes wide ownership; champions organizational change

### **External Awareness**

Stays informed on laws, policies, politics, Administration priorities, trends, special interests, and other issues; considers external impact of statements or actions; uses information in decision-making

### **Catalyzing Coalitions**

Inspires people/groups/agencies to work together for the common good

## SUGGESTED LEARNING OPPORTUNITIES

- ★ Feedback
- ★ Being Mentored/Using an Executive Coach
- ★ Being a Mentor/Coach to Others
- ★ Leading Learning Events (Being a Trainer, Facilitator, Teacher)
- ★ Training, e.g., Federal Executive Institute, OPM Management Development Centers, academic institutions, various vendors, and EPA-sponsored learning events
- ★ Reading
- ★ Executive Rotations

---

*Summary of Level Four competencies which executives need:*

**Level  
Four**

## **Executives**

- ✧ Vision
- ✧ External awareness
- ✧ Catalyzing coalitions



## QUESTIONS

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**What have I done to deliver more value to the organization than I did 3-6 months ago?**

**What new competencies have I gained in the past six months?**

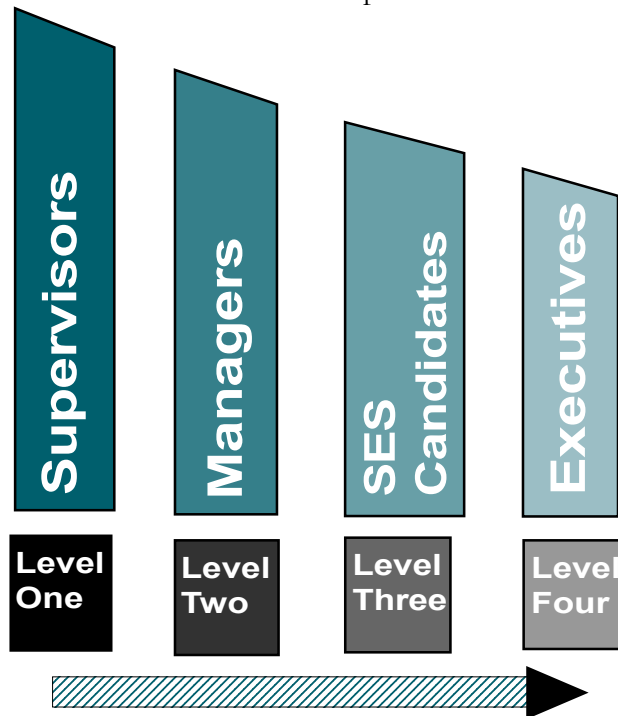
**What new things do I plan to learn in the next six months?** [Click here to return to Table of Contents.](#)



## MANAGEMENT DEVELOPMENT FRAMEWORK

All employees are expected to demonstrate core competencies such as leadership, customer focus, communications, and interpersonal skills.

- ✧ Supervisors add to those competencies Level One competencies
- ✧ Managers add Level Two competencies
- ✧ SES Candidates add to those the Level Three competencies
- ✧ Executives demonstrate all of those and apply the Level Four competencies



FRAMEWORK

NOTE: Distinctions between each of these levels are not necessarily this clear cut. In most EPA locations, the roles and competencies of supervisors and managers largely overlap.

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## Core Competencies

- ✧ Decisionmaking
- ✧ Leadership
- ✧ Interpersonal skills
- ✧ Communications skills
- ✧ Customer focus
- ✧ Project management
- ✧ Broad understanding of environmental issues
- ✧ Continuous learning
- ✧ Flexibility
- ✧ Technical skills
- ✧ Creative thinking / problem solving

### Level One

## Supervisors

- ✧ Human resources management
- ✧ Valuing diversity
- ✧ Conflict management
- ✧ Group dynamics / development
- ✧ Influencing / negotiating
- ✧ Meeting management
- ✧ Coaching

---

**Level  
Two**

**Managers**

- ✧ Strategic thinking
- ✧ Planning and evaluation
- ✧ Creating partnerships
- ✧ Internal controls / integrity
- ✧ Financial management
- ✧ Information technology management

**Level  
Three**

**SES Candidates**

- ✧ Leading change
- ✧ Leading people
- ✧ Results driven
- ✧ Business acumen
- ✧ Building coalitions / communications

**Level  
Four**

**Executives**

- ✧ Vision
- ✧ External awareness
- ✧ Catalyzing coalitions

## QUESTIONS

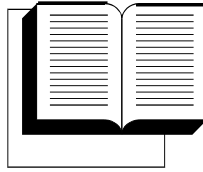
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**What personal characteristics do EPA's high-performing leaders possess?**

**What do I want others to say about me and my leadership?**

**What am I willing to do to achieve it?** [Click here to return to Table of Contents.](#)

# MANAGEMENT EFFECTIVENESS INDICATORS



*"The world cares very little about what a man or woman knows; it is what the man or woman is able to do that counts."*

Booker T. Washington

*These indicators can be useful in assessing, or inviting others to assess, the degree to which you are leading optimally. Circle one number for each item. An effective manager:*

1. Fulfills human resources responsibilities appropriately -- adhering to merit system principles and avoiding prohibited personnel practices

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

2. Regularly seeks and gives specific feedback

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

3. Role models effective leadership

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

4. Coaches and mentors others

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

5. Is a continuous learner (Discusses books/articles read, participates in and/or leads training sessions; applies new knowledge and skills; and is open and receptive to new ideas and ways of being/working)

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

INDICATORS

---

6. Creates and nurtures a working environment that fosters customer service, diversity, empowerment, creativity and innovation

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

7. Takes personal responsibility and holds self accountable for own growth and development

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

8. Is courageous; takes appropriate risks (“pushes the edge of the envelope”)

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

9. Builds effective networks, relationships, and coalitions with others

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

10. Is an effective communicator (presenter, meeting leader, listener, person who asks powerful questions to gain greater understanding)

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

11. Demonstrates emotional intelligence (self-awareness, self-regulation, empathy, motivation) [Click here to return to Table of Contents.](#)

not effective			somewhat effective		effective
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>



### The Beginning of Leadership

*"You never conquer the mountain.  
You only conquer yourself."*

Jim Whittaker, First American to  
successfully climb Mount Everest

People frequently ask us, "Are leaders born or made?" It's a judgment call. No one knows for sure. Our experience tells us that leadership is a set of learnable competencies. We can, however, tell you this for certain: every exceptional leader we know is also a learner.

The self-confidence required to lead comes from learning about ourselves--our skills, prejudices, talents, and shortcomings. Self-confidence develops as we build on strengths and overcome weaknesses.

Formal training and education can help. Many leadership skills are successfully learned in the classroom. But training alone is insufficient. We also learn from other people and from experiences. Those who become the best leaders take advantage of the broadest possible range of opportunities. They try, fail, and learn from their mistakes. Leaders develop best when they are enthusiastic participants in change.

Ultimately, leadership development is self-development...<sup>1</sup>

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1. The Leadership Challenge, page 277, by James M. Kouzes and Barry Z. Posner, 1987

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## A MESSAGE FROM THE MANAGEMENT DEVELOPMENT PROJECT TEAM:

We hope we have raised your awareness of what's expected of you as an EPA supervisor, manager, or executive and your role as an EPA leader. In summary, leadership is about:

- ✧ inspiring people at every level of the organization to do more visioning
- ✧ integrating the missions of all parts of the organization to serve your customers
- ✧ supporting and enabling others to get the organization's work done well
- ✧ sharing information and coaching others for success, and
- ✧ encouraging team development and a collaborative "win/win" focus.

Leaders must take responsibility for measuring results and holding themselves and others accountable for success.

This is a lofty vision of leadership, and one which is gradually becoming a reality in EPA. It may appear a daunting task; however, we are all in it together and can help each other make this vision "the way" EPA performs its important work. Leadership is a team responsibility - not a solo act.

*We applaud you as you work to form high performance leadership teams to successfully address the ever more challenging goals that face EPA.* [Click here to return to Table of Contents.](#)





The following supporting resources are offered as valuable tools to enhance your effectiveness. Some of these resources may already exist in your management development toolbox, and we invite you to add others. Some of these are guidance documents--some are suggested trainings that your colleagues have found beneficial to their development.

- ☐ “A Human Resources Guide for Supervisors”  
-- Available in Hard Copy and on the EPA Institute's website at <http://intranet.epa.gov/institute>
- ☐ EPA Supervisor Training (based on "the Guide")  
-- Contact your local Training Officer.
- ☐ EPA's Individual Development Plan Guidance -- Contact Richard Brown at the EPA Institute. Copy also available on EPA's Institute website.
- ☐ Internal and external coaches and/or consultants.  
-- Contact your local Training Officer or Organizational Development Consultant; also refer to Appendices B and C - Coaching and Mentoring sections.

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☐ Assessments Tools, e.g., Keys, Benchmarks, Myers-Briggs, Birkman Instrument, Leadership Effectiveness Inventory, Leadership Skills Inventory, 20/20 Insight, etc. -- Contact Eduardo Rodela at the EPA Institute or your local Training Officer or Organizational Development Consultant.

☐ Teaming Resources -- Contact your local Training Officer or Organizational Development Consultant; also refer to Appendices B and C -- Teams/Teaming sections.

☐ Training related to, for example, Teaming, Leading & Facilitating Effective Meetings, Effective Communications, Giving and Receiving Feedback, Coaching, Conflict Management, Mediation/Alternative Dispute Resolution, Project Management, EEO, and Diversity -- Contact your local Training Officer, Organizational Development Consultant, EEO Officer, or colleagues at other EPA locations; see subject areas in Appendices B and C.

☐ EPA/USDA Graduate School-developed courses for mid-level employees on *Getting Work Done With Others*, *Getting Work Done Through Change*, *Getting Work Done Through Projects*, *Getting Work Done Through Processes*, and *Getting Work Done And Achieving Professional Results* - Contact Eduardo Rodela or your local Training Officer.

☐ U.S. Chief Financial Officer's Council Executive Toolkit: "Building a Financial Management Workforce Development Plan. Toolkit available at:

<http://www.financenet.gov/financenet/fed/cfo/hrc/> **Click here to return to Table of Contents.**

## **APPENDIX B -- Colleagues to Consult**

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Included in this section are the names of some of your EPA colleagues who have had experience and learnings with particular relevant management and organizational development topics. “Reach out and learn” what has been especially helpful to them, and through them, to their organizations.

### **- Coaching and Mentoring**

G. Lee Salmon (Hqs)

Julie Bowen (R10)

Jane Chadbourne (R8)

### **- Teams/Teaming**

Brian Twillman (Hqs)

### **- Organizational Development and Change Management**

Kenneth Wright (Hqs)

### **- Giving and Receiving Feedback, Culture Change, Innovation (and Coaching)**

Barbara McAllister (R10) -- See *“The Journey of Organizational Change in EPA Region 10”* on p.70.

### **- High Performance Organization**

William Rice (R7)

Nikki Tinsley (Hqs)

Jo Lynn (Jodi) Traub (R5)

Nora McGee (R9)

Tom Ward (Hqs)

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- **Diversity**

Ann Goode (Hqs) and/or your Local EEO Officer

- **EPA Career Resources and Counseling Center**

Jay Gloede (Hqs)

<http://intranet.epa.gov/epahresd/crcc> **Click here to return to Table of Contents.**



## APPENDIX C -- Suggested Reading List

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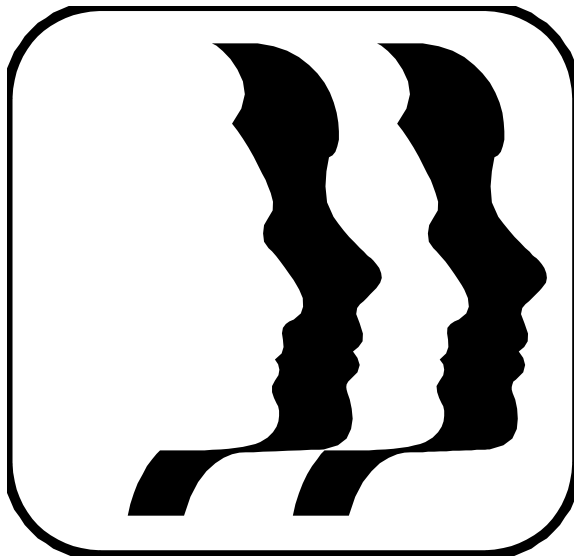
### LEADERSHIP

- Building Leaders: How Successful Companies Develop the Next Generation by Jay A. Conger and Beth Benjamin, 1999
- Carpe Manana: 10 Critical Leadership Practices for Managing Toward the Future, a Price Pritchett Publication, 2000
- "Empowering Middle Management to be Transformational Leaders," by G. M. Spreitzer and R. E. Quinn, *Journal of Applied Science*, 1996
- Getting Results Through Learning, Human Resource Development Council, June 1997
- Leaders: The Strategies for Taking Charge by Warren Bennis and Bert Nanus, 1997
- Leadership and the New Science by Margaret Wheatley, 1999
- Leadership Engine: Building Leaders at Every Level by Noel M. Tichy, 1998
- Leadership from the Inside Out by Kevin Cashman, 1998
- Leadership Jazz, 1993 and Leadership is an Art by Max Dupree, 1990
- Leadership Without Easy Answers by Ronald Heifetz, 1994

- 
- Leading Minds: An Anatomy of Leadership by Howard Gardner, in collaboration with Emma Laskin, 1996
  - Learning to Lead by Jay A. Conger, 1992
  - “Managing Oneself” by Peter Drucker, *Harvard Business Review*, Mar-Apr 1999
  - On Becoming a Leader by Warren Bennis, 1994
  - On Becoming a Servant Leader , 1996 and Servant Leadership,1983 by Robert K. Greenleaf
  - Organizational Culture and Leadership by Edgar Schein, 1997
  - Principle-Centered Leadership,1992 and 7 Habits of Highly Effective People, 1990 by Stephen Covey
  - Results-Based Leadership by Dave Ulrich, Jack Zenger, Norm Smallwood, 1999
  - Rosabeth Moth Kanter on the Frontiers of Management by Rosabeth Moss Kanter, 1997
  - “Teaching Smart People How to Learn,” by Chris Argyris, *Harvard Business Review*, May-June 1999
  - The Center for Creative Leadership Handbook of Leadership Development by Cynthia D. McCauley, Russ S. Moxley, and Ellen Van Velsor, editors, 1998

- 
- The Dance of Change: The Challenges to Sustaining Momentum in Learning Organizations, 1999; The Fifth Discipline: The Art and Practice of the Learning Organization, 1994; The Fifth Discipline Field Book, 1994 and “The Leader’s New Work: Building Learning Organizations,” *Sloan Management Review*, Vol 31, 1990 by Peter Senge
  - The Empowered Manager by Peter Block, 1991
  - The Heart of a Leader by Kenneth Blanchard, 1999
  - The Leader of the Future by Frances Hesselbein, Marshall Goldsmith, Richard Beckhard, and Peter F. Drucker, 1996
  - The Leadership Challenge by James Kouzes and Barry Z. Posner, 1996
  - The Lessons of Experience: How Successful Executives Develop on the Job by M. McCall, Jr., M. Lombardo, and A. Morrison, 1989
  - The Stuff of Heroes: The Eight Universal Laws of Leadership by William A. Cohen, 1998
  - The Transformational Leader by Noel M. Tichy and M. A. De Vanna, 1997

- 
- Visionary Leadership by Burt Nanus, 1995
  - What Leaders Really Do by John P. Kotter, 1999
  - “What Makes a Leader,” *Harvard Business Review*, Nov-Dec 1998, and Working with Emotional Intelligence by Daniel Goleman, 1998





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## COACHING AND MENTORING

- “Behind Closed Doors: What Really Happens in Executive Coaching” by Douglas Hall, Karen, Otazo, and George Hollenbeck, *Organizational Dynamics*, Vol 27, 1999
- Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Program by Margo Murray and Marna A. Owen, 1991
- Co-Active Coaching: New Skills for Coaching People Toward Success In Work and Life by Laura Whitworth, Henry Kimsey-House, and Phil Sandahl, 1998
- Coaching: Evoking Excellence in Others by James Flaherty, 1998
- Developing High Performance People: The Art of Coaching by Oscar Mink, 1993
- Laterns: A Memoir of Mentors by Marian Wright Edelman, 1999
- Leader as Coach by D. Peterson and M. D. Hicks, 1996
- Making the Most of Being Mentored: How to Grow from a Mentoring Partnership, 1998, and Mentoring, A Practical Guide: How to Develop Successful Mentor Behaviors by Gordon F. Shea, 1992

- 
- Mentoring for Exceptional Performance by Harold E. Johnson, 1997
  - “Reframing Mentoring” by B. Kaye and B. Jacobson, *Training and Development*, Vol. 50, 1996
  - The Handbook of Coaching: A Comprehensive Resource Guide for Managers, Executives, Consultants, and Human Resource Professionals by Frederic Hudson, 1999
  - Up Is Not the Only Way: A Guide to Developing Workforce Talent by Beverly L. Kaye, 1997



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## COMMUNICATION

- Be Heard Now! Tap Into Your Inner Speaker and Communicate with Ease by Lee Glickstein, 1999
- Discovering Common Ground by Marvin Weisbord, 1993
- Dialogue by Glenna Gerard and Linda Ellinor, 1998
- Feedback Toolkit: 16 Tools for Better Communication in the Workplace by Rich Maurer, 1994
- Getting to Yes, 1991 and Getting Together, 1989 by Roger Fisher, William Ury and Scott Brown
- Leading Out Loud by Terry Pearce, 1995
- Making Feedback Work: Turning Feedback from Employee Surveys into Change by Joe Folkman, 1998
- “On Dialogue,” by David Bohm, *Noetic Sciences Review*, Fall 1992
- Say it in Six by Ron Hoff, 1996
- “The Human Moment at Work,” by Edward M. Hallowell, *Harvard Business Review*, Jan-Feb 1999
- The Magic of Dialogue: Transforming Conflict into Cooperation by D. Yankelovich, 1999

- 
- What Did You Say? The Art of Giving and Receiving Feedback by Charles Seashore, Edith Seashore, and Gerald Weinborg, 1997
  - You Are the Message by Roger Ailes, 1989
  - Plus - miscellaneous articles such as those found in *Presentations* magazine



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## CHANGE / CHANGE MANAGEMENT

- A Survival Guide to the Stress of Organizational Change, 1998 and Firing Up Commitment During Organizational Change, 1996, Price Pritchett Publications
- Beyond the Wall of Resistance: Unconventional Strategies that Build Support for Change by Rick Maurer, 1996
- "Building the People's Capacity for Change" by Kenneth L. Wright and Joyce A. Thompson, *The TQM Magazine*, Vol. 9, 1997
- Control Your Own Destiny or Someone Else Will by Noel Tichy and Startford Sherman, 1999
- Creating You & Co: Learn to Think Like the CEO of Your Own Career, 1998; Job Shift: How to Prosper in a Workplace Without Jobs, 1995; Managing Transitions: Making the Most of Change, 1991; and Transitions: Making Sense of Life's Changes, 1980 by William Bridges
- Dealing With Organizational Change: A Guide for Federal Employees and Managers, by Kathryn Church, 1998
- Deep Change: Discovering the Leader Within by Robert E. Quinn, 1996

- 
- Enlightened Leadership: Getting to the Heart of Change by Ed Oakley and Doug Krug, 1994
  - Leading Change by John P. Kotter, 1996
  - Learning to Change by S. MacDonald, *Organization Science*, 1995
  - Organizational Development: A Process of Learning and Changing by W. Warner Burke, 1993
  - Teaching the Elephant to Dance: The Manager's Guide to Empowering Change by James A. Belasco, 1991
  - The Challenge of Change in Organizations: Helping Employees Thrive in the New Frontier by Nancy J. Burger and Linda K. Kirby, 1995
  - "The Journey of Organizational Change in EPA Region 10" by Chuck Clarke, Barbara McAllister, and Don Swartz, *OD Practitioner*, Vol 30 , 1998
  - The Manager's Survival Guide to Organizational Change by Kenneth A. Burger and Alvin E. Ray, 1999
  - Understanding and Changing Your Management Style by Robert C. Benfari, 1999

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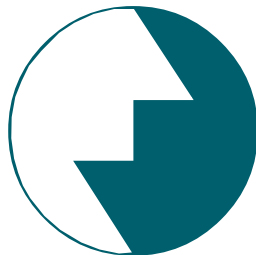
## TEAMING

- Building Productive Teams by Glen Varney, 1989
- Implementing Self-Directed Work Teams, Career Track Inc., 1992
- Self-Directed Work Teams: The New American Challenge by Jack Orsborn and Associates, 1990
- Stages of Development by B.W. Tuckman, 1994
- Teaming Up: Making the Transition to a Self-Directed Team-Based Organization by Darrel Ray and Howard Bronstein, 1994
- The Mars Pathfinder Approach to Faster-Better-Cheaper, 1998 and Team Reconstruction: Building a High Performance Work Group During Change, 1992, Price Pritchett Publications
- The New Self-Directed Work Teams: Mastering the Challenge by Jack D. Orsburn and Linda Moran, 1999
- The Team Handbook by R. Scholtes and Associates, 1988
- The Wisdom of Teams: Creating the High Performance Organization by Jon R. Katzenbach and Douglas K. Smith, 1993

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## DIVERSITY

- Beyond Generation X: A Practical Guide for Managers, 1977, and Twentysomething: Managing and Motivating Today's New Workforce, 1992 by Claire Raines
- Generations at Work: Managing the Clash of Veterans, Boomers, X'ers, and Nexters in Your Workplace by Ron Zemke, Claire Raines, and Bob Fitzpatrick, 1999
- Implementing Diversity: Best Practices for Making Diversity Work in Your Organization by Marilyn Loden, 1995
- Managing Diversity: A Complete Desk Reference by Lee Gardenswartz and Anita Rowe, 1993
- The Diversity Advantage: A Guide to Making Diversity Work by Lenora Billings Harris, 1998
- Redefining Diversity, 1996 and Beyond Race and Gender: Unleashing the Power of Your Total Work Force by Managing Diversity, 1992 by R. Roosevelt Thomas, Jr.





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## MISCELLANEOUS

- Banishing Bureaucracy: The Five Strategies for Reinventing Government by David Osborne and Peter Plastrick, 1997
- Creativity and Innovation for Managers by Brian Clegg, 1999
- Diffusion of Innovations by Everett Rogers, 1995
- EPA's "Workforce Assessment Project Report," May 1999
- Flash of Brilliance: Inspiring Creativity Where You Work by William C. Miller, 1999
- Gifts Differing by Isabel Briggs Myers, 1986
- "How to Kill Creativity" by Theresa Amabile, *Harvard Business Review*, Vol. 76, 1998
- Human Capital: Key Principles from Nine Private Sector Organizations (GGD-00-28), 2000, and Human Capital: A Self Assessment Checklist for Agency Leaders (GGD-99-179), 1999, General Accounting Office Publications
- Human Dynamics by Sandra Seagal and David Horner, 1996
- Orbiting the Giant Hairball by Gordon MacKenzie, 1998

- 
- The Art of the Long View by Peter Schwartz, 1996
  - The Circle of Innovation, 1997; A Passion for Excellence, 1989; and In Search of Excellence, 1988 by Tom Peters
  - The Heart Aroused by David Whyte, 1996
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